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# THE HOME KINDERGARTEN



KATHARINE BEEBE

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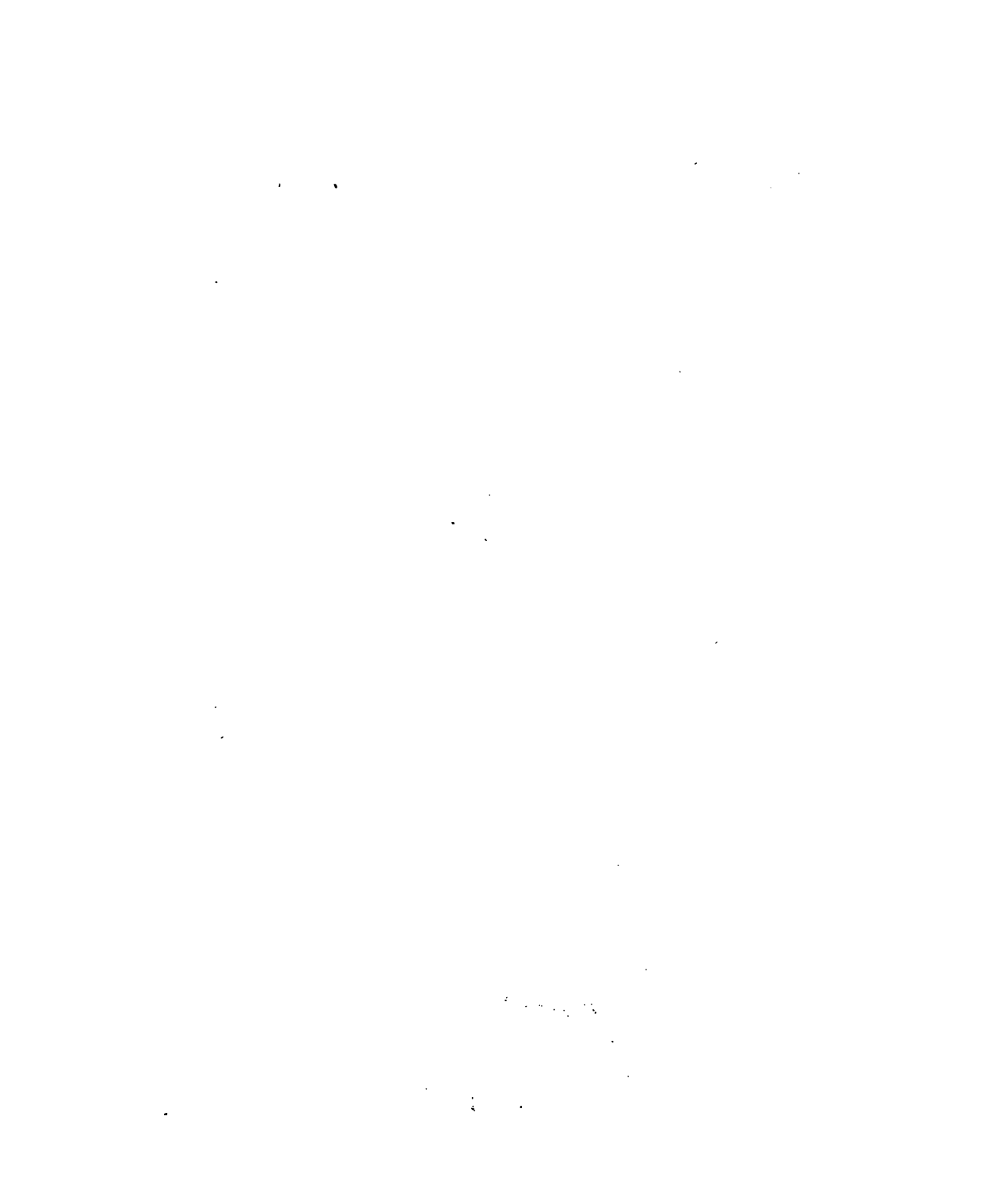
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# THE HOME KINDERGARTEN

BY

**Katharine Beebe**

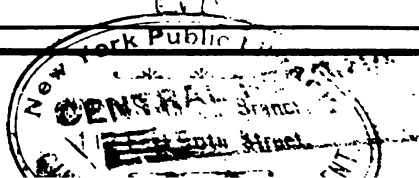
PRESIDENT OF THE FIRST KINDERGARTEN ASSOCIATION, AUTHOR OF "KINDERGARTEN ACTIVITIES," "ROGER AND ROSE," "HOME OCCUPATIONS FOR LITTLE CHILDREN," ETC.

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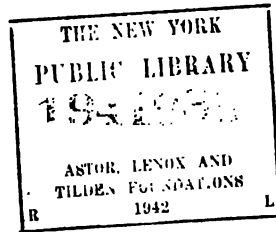
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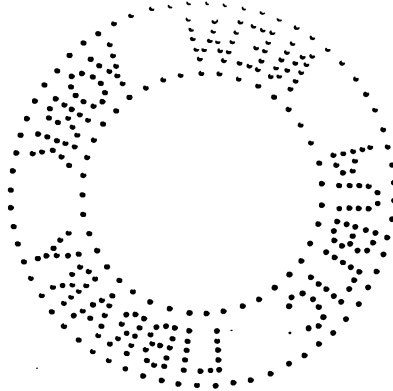
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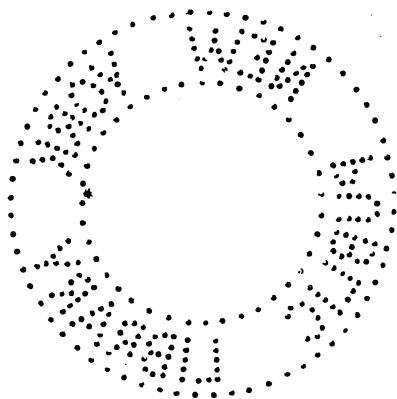
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## INTRODUCTION



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## The Home Kindergarten

### I

#### INTRODUCTION

These chapters are written in answer to many requests from mothers who, while unable to send their children to a kindergarten, are nevertheless willing to devote certain hours each day to their education but who have not what they consider the requisite knowledge of means and methods.

Although a kindergarten is a kindergarten and nothing else can entirely take its place in a child's development, to those to whom it is inaccessible this volume has much to offer. Any mother by means of the directions here given can follow Froebel to the extent of "living with

her children," of developing their faculties by wholesome work and play, of giving them thereby habits of self-control, industry, and concentration. By keeping them busy she can keep them both happy and good, and surely it is worth while during a child's most impressionable years to give him one or more hours' practise in simply being good, to say nothing of either the industry or the concentration.

Taking it for granted that the Home Kindergarten has its place as well as its time established, and that if there is but one child in the family a few are borrowed from the neighbors, the first consideration is *material*. Reduced to its lowest terms the list is as follows:

1. A Kindergarten Catalogue.
2. Two books, "Songs of the Child-World," by Mrs. Gayner; "In the Child's World" (stories), by Emilie Poulsson.
3. One low table and chairs as needed.
4. One box large-sized Henessy Blocks.
5. Scissors.
6. Paper for cutting. Five-cent pad.

7. Supply of old magazines; flower, toy, hardware, and other catalogues.
8. Bottle of library paste.
9. Ten cents' worth of gum tragacanth.
10. Four cheap blank books for each child.
11. Sample book or odd pieces of wall paper.
12. Pad of water-color paper.
13. Six sheets of rather stiff Manila paper cut into squares or oblongs about 6x6 or 6x4.
14. Two packages of kindergarten sewing cards pricked in  $\frac{1}{2}$ -inch squares.
15. Odds and ends of single zephyr worsted or one lap of red, blue, yellow, orange, green, and purple.
16. Worsted needles.
17. Box of *good* paints with a brush for each child.
18. Lead pencil for each child.
19. One package of Kindergarten Folding Paper cut 5x5.
20. Five pounds of clay.
21. One packet of each of the six colors of Parquetry. (Circles one inch in diameter.)



22. One packet of weaving mats;  $\frac{1}{2}$ -inch strips.
23. Weaving needle for each child.
24. Pricking needle and cushion for each child.
25. A glass prism.
26. A blackboard and chalk, if possible.
27. Box of Kindergarten Sticks. (Tenth Gift.)

OUT OF DOORS. (IF POSSIBLE.)

1. A sand pile.
2. A swing.
3. A load of cedar blocks.
4. A trestle and a few boards.

This out-of-door equipment has no definite connection with the program. It is simply to be placed where the children can get at it. They will do the rest. The other materials, however, should be put away in a place of their own with the distinct understanding that, with the exception of blocks and scissors, they are to be used only during kindergarten hours, as their indis-

criminate use would greatly impair if it did not destroy their value.

By all means let the children unpack, sort and arrange their new possessions and later on do as much as possible toward keeping the kindergarten territory in order. Indeed, a bit of necessary housework is the best possible beginning of a kindergarten day. If they are supplied with little brooms, pails, cloths, and dusters, children can be of as real and efficient help at home as they are in some of our public schools where any sort of domestic service is regarded as a privilege, and where little hands have much to do with keeping their quarters sweet and clean. They sweep and dust dressing rooms, wipe off steam pipes, rub up the window glass, dust pictures, ledges, and moldings, clean cupboards and keep a watchful eye out all the day for any dirt or disorder that needs attention. It is hardly necessary to state that in such a kindergarten the teacher herself is a good housekeeper and that she knows how to touch the child's motive power as well as to direct his action.

At home such work as this and much more besides can be done, if it is well ordered and systematized, and if the children are given the right kind of sympathy and commendation. Not only will they be of real service but they will by means of it develop those habits of helpfulness, responsibility, and consideration without which any life is a failure.

Therefore let our Home Kindergarten put on its daily program some household task to be faithfully performed. It may be sweeping the piazza or sidewalk, shoveling snow, gathering flowers or vegetables, weeding a small bit of lawn or parkway, shelling peas or wiping dishes. All these and more can be done by little children if only the right motive and inspiration be furnished. The "*come, let us do this together*" goes a great way, and the feeling that the work really counts for something is a further incentive. If it cannot be accomplished otherwise I should unhesitatingly substitute: "*You must do this because it is right—because it is your share of the work,*" for the more skilful methods

of the experienced kindergartner or the mother who is a natural genius in the management of children. It is certainly better to do one's duty reluctantly than not at all, and there is no more fatal and more common mistake in our American homes than that of thinking that little children should have no duties.

After putting the kindergarten quarters in order for the day, begin the more formal part of the work with the songs called for by the program. If there is no piano and the mother cannot sing, the next best thing to do is to commit the words of the songs to memory, not only for the cultivation of the power of verbal expression, for the inspiration of the subject matter, but also with the direct object of giving pleasure to father and friends later on, always providing that they as auditors are wise enough to listen judiciously and not turn what might be a benefit into an injury. Children should never be allowed to "show off," and for this reason concert work is often better than any individual reciting.

## 14 HOME KINDERGARTEN

Let two periods of handwork, separated by recess and luncheon, follow the opening exercise and these be succeeded by an outdoor lesson either immediately or later in the day as the mother's convenience may dictate. The children can often, with a little direction, carry out this part of the program by themselves.

I like to imagine the Home Kindergarten as holding its sessions under the trees, on the piazza or in a tent or summer house when the weather permits, and I have faith to believe that the program here given, if conscientiously followed, will not only give the children many busy and happy hours, but will definitely aid their development by forming habits of obedience, order, industry, and attention; that originality, inventiveness, and observation will have an opportunity to grow; and that *character*, which in the last analysis is our reason for being on the earth at all, will be formed by daily serving, doing, and being.

## THE YEAR'S OUTLINE



## II

### THE YEAR'S OUTLINE

The following outline of the year's subjects for kindergarten expression furnishes the connection necessary to an orderly development of ideas and is used to help make the indefinite definite. With some modifications it is the same as that which is followed in many kindergartens. It begins with the child's home life, branches out into trade, civic, and State life, and expands into that universal life of nature which unfolds itself anew each spring.

#### SEPTEMBER.

*First week.*—The Family.

*Second week.*—Babies. Seed babies.

*Third week.*—Home work.

*Fourth week.*—Bird families.



## OCTOBER.

*First week.*—The Farmer.

*Second week.*—Cows. The Dairy.

*Third week.*—Other Animals.

*Fourth week.*—The Brownies. Hallowe'en.

## NOVEMBER.

*First week.*—Autumn. Jack Frost.

*Second week.*—The Sheep. Wool.

*Third week.*—The Weaver.

*Fourth week.*—Thanksgiving.

## DECEMBER.

*First week.*—The First Christmas.

*Second week.*—Christmas Legends and Customs.

*Third week.*—Santa Claus.

*Fourth week.*—Celebration.

## JANUARY.

*First week.*—The New Year.

*Second week.*—Toys.

*Third week.*—Winter.

*Fourth week.*—Trades.

\*  
FEBRUARY.

*First week.*—Trades.

*Second week.*—Soldiers. Valentines.

*Third week.*—George Washington.

*Fourth week.*—The Knights of Old.

MARCH.

*First week.*—Sunshine.

*Second week.*—Rain.

*Third week.*—Water.

*Fourth week.*—Wind.

APRIL.

*First week.*—The Sun and Moon.

*Second week.*—Spring.

*Third week.*—Birds.

*Fourth week.*—Chickens.

MAY.

*First week.*—Flowers.

*Second week.*—Frogs.

*Third week.*—Fish.

*Fourth week.*—Trees.

22. One packet of weaving mats; 1/2-inch strips.
23. Weaving needle for each child.
24. Pricking needle and cushion for each child.
25. A glass prism.
26. A blackboard and chalk, if possible.
27. Box of Kindergarten Sticks. (Tenth Gift.)

OUT OF DOORS. (IF POSSIBLE.)

1. A sand pile.
2. A swing.
3. A load of cedar blocks.
4. A trestle and a few boards.

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criminate use would greatly impair if it did not destroy their value.

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### III

#### THE DAILY PROGRAM

Ten work periods a week are given in the year's program, their length being left to the mother's convenience and discretion. The arrangement of the periods in twos, however, has been made purposefully. The two books chosen out of the wealth of such material offered to mothers and kindergartners have been selected in the interests of simplicity. The chapters called for by the program from "In the Child's World" will explain themselves to the reader. They are rich in suggestions, questions, stories, and verses, and will give the mother the help she needs in guiding her child's thought and imagination.

The Kindergarten Calendar is an institution

of such educational value and interest that its use should be a part of the daily program. Make a simple calendar for each month by pasting an appropriate picture at the top of an oblong piece of cardboard, preferably gray, and square off as many places as there are days in the month. Prepare a quantity of yellow, gray and white circles of a size to fit into the square spaces. Let the children paste one on for each day, choosing yellow for sunshine, gray for clouds, white for rain or snow. Saturday and Sunday should always be attended to on Monday. Teach the children the days of the week and the months of the year by daily repetition. Let them learn during the "calendar period" to count up to thirty-one, to make the figures, and even to print or write the whole or a part of the names of the months. Let them also, toward the end of the year, learn to repeat the old verse beginning "Thirty days hath September," to decipher a real calendar, and to begin to tell time. Five minutes a day given to this work will do wonders, and by the end of the year

its place on the program will be amply justified.

DAILY PROGRAM.

1. Household duties.
2. Care of plants, animals. Feeding of sparrows or wild birds.
3. Songs or verses.
4. Calendar exercise.
5. First work period.
6. Recess and luncheon.
7. Second work period.
8. Outdoor lesson.



7

## CHRISTMAS WORK



## IV

### CHRISTMAS WORK

To the many simple gifts which any mother can herself devise or copy for the children's making, I shall add a list of those found most practical in our kindergartens. A visit to any good kindergarten or primary school about Christmas time, will be full of help and suggestion to both mother and children.

Any work done in the Home Kindergarten which can be later transformed into a gift had better be put away in a *Christmas Box*. The cards which have been well sewed or pricked, any good bits of painting, and the mats woven previous to December first can all be used to good advantage.

## CHRISTMAS GIFTS.

1. Bookmarks.
2. Pin trays.
3. Calendars. (Use sewed or pricked cards.)
4. Blotters. (Twelve clean blotters, with a tiny calendar for the month pasted on each, tied together with ribbon make a truly acceptable gift.)
5. Match Scratchers.
6. Court-plaster Cases.
7. Letter Pockets.
8. Stamp Cases or Boxes.
9. Needle Books.
10. Picture Frames.
11. Baby's Rattle. (A wooden ring wound with braid to which tiny bells are afterward sewed.)
12. Scrap-books.
13. Reins.
14. Satchel Bags. (Paper mats can be used for these.)
15. Mats made of raveled cloth.
16. Tissue Paper Shaving Balls.

17. Wall Pockets. (Made of wall paper.)
18. Recipe Books. (Cut recipes out of old papers and magazines.)
19. Christmas Pictures. (To be mounted on gray cardboard on which the children can paste tiny gold stars.)

## TREE TRIMMINGS.

1. Tiny Paper Lanterns. (Made like the Brownie lanterns described in the program for the last week of October.)
2. Cornucopias made of two or three folded trapeziums and pasted together. To make the trapezium fold two opposite corners of a square piece of folding paper together, open, and fold two adjacent edges in to the middle line.
3. Paper Chains.
4. Snowballs. (Made like shaving balls.)
5. Nests and eggs.
6. Gilded Nuts.
7. Eggshells made into baskets or balls. (Have the contents of the eggs carefully removed from one end, Let a paper cover with a

hanger attached be pasted over the opening.  
Decorate with gold paint.)

8. Paper Baskets.

9. Paper Brownies. (Painted on both sides.)

10. Paper Flowers.

11. Strings of popcorn and berries.

12. Paper Cats.

One of the daintiest and prettiest of kindergarten Christmas trees had all of its trimmings made of white. Another was covered, after the gifts were hung, with "dainty milkweed babies." The children seem to get more pleasure out of a small tree than a large one, and much more out of a tree which they buy and trim than one which is prepared for them.

## BABY WORK





## V

### BABY WORK

It is more than probable that the Home Kindergarten will have for one of its regular attendants some little two or three-year-old to whom the work given his brothers and sisters is impossible. Of course he can often join in with them if only by handling in his own baby fashion some of the same material they are using, at other times, when the nature of the work forbids his participation it will be well to have a store of material on which to draw for his especial benefit. With the others he can of course use scissors, blocks, pencil and paper, paste, clay, and a pricking needle and cushion. He can even manage a thread and needle after

a fashion. He can also use to good advantage any of the things on the following list:

1. Berries with a cup or bottle.
2. Dry sand in a pan with cup or bottle.
3. Wet sand.
4. Wet sand with dishes.
5. Glass beads
6. Wooden Hailman Beads. (See Catalogue.)
7. Pegs and pegboard. (See Catalogue.)
8. Paint brush, water, and slate.
9. Real painter's brush and pail of water.
10. Hammer, board, and tacks.
11. Pins and pincushion.
12. Paste and scrap-pictures. Card for mounting.
13. Needle and thread with clover or dandelion heads.
14. Equal quantities of flour and salt moistened to the consistency of the modeling clay. This to be given sometimes instead of clay.
15. Looking glass in the sunshine.
16. Small glass prism.

## HELPFUL HINTS



## VI

### HELPFUL HINTS

The kindergarten catalogue which we have used and which has in it illustrated patterns of various sorts, is the one issued by Milton Bradley and Company of Springfield, Massachusetts. Doubtless other catalogues have the same advantages but I mention this one in case they have not.

In teaching the children the songs and verses called for by the program it is not expected that more of them, or more of any one song, is to be used than the mother deems desirable. The children should not be overtaxed in this direction and therefore it may often seem expedient to use only the first verse of a song, or to use but one of the two or three given. Sometimes it

may be well to take more than the week for one song. Frequent reviews and much free choice are of course necessary.

Whenever possible the children should be encouraged to dramatize both songs and stories. Sometimes one of these suggests what becomes a play or a pantomime, which can be given for guests or friends with good effect.

In connection with the blocks and sometimes with other lessons, the children's own toys can be used. This is especially true of toy animals.

The drawing may at first appear to be a stumbling block to the mother if she has no talent in this particular direction. The only thing she can do is to do her best, to draw *with the children* as if she were one of them. Draw from the object itself whenever possible and draw always with spirit and imagination. Go deliberately to work to make a pleasure of this lesson and the profit will surely follow.

For the laying of outlines in seeds use corn, beans, lentils, split peas, shells or pebbles. The lentils, however, are the best, and are to be had

at almost any grocery. Encourage the children to take pleasure in this work, for the child who does has a resource to which he can often turn most happily when left to himself.

The library paste should be used for cardboard and any heavy material, the cheaper gum tragacanth for lighter work. A tiny bit of this soaked in water over night makes a quantity sufficient for some days. It should be made frequently in small quantities as it soon becomes unpleasant unless a drop of oil of cloves be added. It can be made thinner with water at any time.

The patterns needed for the outlines to be sewed, pricked, or painted can easily be drawn by one who has any skill at all with a pencil. If the mother cannot do this it is quite possible that she has a friend or relative who can. Some teacher or pupil in a neighboring school would probably come to the rescue or she could buy a number of the sewing cards advertised in the catalogue. It is best to make one good picture on cardboard, to cut it out and then trace around



it on the children's cards or papers. On the sewing cards dots should be made at short intervals for the children to prick and use later for their stitches.

LIST OF PATTERNS NEEDED.

1. Circle 2 in. in diameter.
2. Circle 3 in. in diameter.
3. Apple.
4. Pear.
5. Lemon.
6. Pumpkin.
7. Oak leaf.
8. Maple leaf.
9. Grape leaf.
10. Flying bird.
11. Pigeon house.
12. Mill.
13. Milk-can.
14. Cat.
15. Brownie.
16. Mitten.
17. Stocking.

18. Sheep.
19. Turkey.
20. House.
21. Baby's shoe.
22. Wooden shoe.
23. Tea kettle.
24. Boat.
25. Moon.
26. Star.
27. Tulip.
28. Chick.
29. Lily pad.
30. Starfish.
31. Sunflower.
32. Beehive.
33. Butterfly.

A most helpful and stimulating work can be done by means of pictures illustrating the special subjects of the Year's Outline. These should be cut out and mounted on cardboard and given to the children to look at, not at haphazard, but definitely and in connection with the subject being studied at the time. The making

of this collection is a good occupation for vacation days or long winter evenings. The Year's Outline should be the guide in the selection of the pictures.

In the use of all the materials, whenever it is possible, a short period of free play should follow the dictated or directed work. With the blocks the children should be as free as possible to carry out their own ideas, but the mother should be ever ready with inspiration and suggestion. Indeed she must here as in all her kindergarten lessons play *with* her children, for as play is the serious business of their early years it is only in this way that she can respond to Froebel's world-resounding cry:

*Come, Let Us Live With Our Children.*

## DETAILED PROGRAM



## VII

### DETAILED PROGRAM

#### FIRST WEEK OF SEPTEMBER.

##### *The Family.*

1. Learn to repeat or sing: "The Finger Family," Page 7; "The Finger Lullaby," Page 8, in "Songs of the Child-World."

##### *Monday.*

1. Use chapter on Fruit from "In the Child's World."
2. Sew an apple or other fruit outlined on a manila sewing-card. This should be prepared in advance.

##### *Tuesday.*

1. Free play with the blocks for a stated time.

2. Paste in one of the blank books, which is to be "A Family Scrap-book," a picture of a home on one page and of a family, as a group or individuals, on the other. Let the children find these in the old magazines and cut them out themselves.

*Wednesday.*

1. Draw the outline of each child's own hand on a piece of manila card-board, prick at about  $\frac{1}{4}$  inch intervals and let him sew it.

2. Make a chain of mountain ash berries, rose haws, thorn apples, acorns, or cranberries.

*Thursday.*

1. In blank book number two, to be used as a drawing book, fill one or two pages with pictures of balls; golf balls, tennis balls, footballs, baseballs, marbles, etc.

2. Model balls in clay and change into fruits, apples, pears, lemons, etc.

*Friday.*

1. In blank book number three lay on one

page a border pattern in the red parquetry circles and paste it.

2. Finish sewing cards or sew another representing a fruit.

*Suggestions for Out Door Work.*

1. Gather acorns, berries, haws, etc.
2. Visit human and animal babies.
3. Hunt for bird and insect families.
4. Visit orchards or markets to see the fall fruits.
5. Plant in boxes apple, peach, plum, pear, lemon, and orange seeds. These are to be brought into the house in winter and nuts added to the collection.

City children can go to the parks and vacant lots or make their excursions by means of the trolley.

SECOND WEEK OF SEPTEMBER.

*Babies. Seed Babies.*

1. Sing "The Land of Nod," Page 11; "The Wee Wee Nest," Page 10.



*Monday.*

1. Chapter on Seeds.
2. Make boxes or envelopes in which to put seeds gathered for next year's planting.

*Tuesday.*

1. Prick an oak leaf outlined on one of the manila cards.
2. Sew a leaf in outline.

*Wednesday.*

1. Build a bedroom on the floor or table with the blocks. Save if possible for father to see, or ask friends in to look at it.
2. Hunt for, cut out, and paste in the scrap-book pictures of or relating to bedrooms.

*Thursday.*

1. Draw pictures of milkweed and other seed pods and seed babies.
2. Sew fruits.

*Friday.*

1. Paste a border of blue parquetry.
2. Make a nest of ravelings drawn from a

piece of loosely-woven cloth. Fill it with clay eggs. Free play with clay after this is done.

*Out-Door Work.*

1. Gather seed babies and save seed cradles.
2. Gather garden seeds to save for spring planting.
3. Gather seeds for Fall planting and plant them.
4. Make collections of seed pods, leaves, berries, acorns, etc., to send to settlements or city kindergartens.

THIRD WEEK OF SEPTEMBER.

*Home Work.*

1. Sing "The Little Housewife," Page 13; "The Kitchen Clock," Page 86.

*Monday.*

1. Chapter on "The Clock."
2. Sew a clock in outline.

*Tuesday.*

1. Chapter on "Baking."
2. Paste a Kitchen Page in the scrap-book.

*Wednesday.*

1. Build a kitchen with the blocks.
2. Put up a string clothes-line, cut out clothes to hang on it. Use pins to fasten them on.

*Thursday.*

1. Do some real washing and ironing.

*Friday.*

1. Do some real cooking.
2. Paste a yellow border.

*Out-Door Work.*

1. Visit Bakery.
2. " Clock store.
3. " Cuckoo or Grandfather's Clock.
4. " Sun Dial.
5. Find *workers* of all sorts, birds, insects, animals, and people.

## FOURTH WEEK OF SEPTEMBER.

*Bird Families.*

1. Sing "Farewell to the Birds," Page 66;  
"The Leaves' Party," Page 64.

*Monday.*

1. Chapter on "Birds."
2. Trace a flying bird from pattern on a piece of manila or the water color paper. Let the children cut it out, paint it on both sides, tie a string to it, and then fly it out of doors. These birds are most effective in flocks.

*Tuesday.*

1. Chapter on "Pigeons."
2. Sew a simple pigeon-house.

*Wednesday.*

1. Build a pigeon-house with blocks.
2. Draw bird-house, birds, trees, nests, eggs, etc.

*Thursday.*

1. Cut out pictures which will later be needed for the scrap-book. Look for workers; dining-room, dairy, animal, and outdoor pictures. Cut clothes from pattern books, things made of wool and of cotton; toys, winter scenes, parlor furnishings; trade, water, sunshine, wind, and

bird pictures. Refer to this list for future cutting lessons.

2. Paste a page of workers.

*Friday.*

1. Paste an orange-colored border.
2. Make a small clay disc, about three inches in diameter. Lay a leaf on it wrong-side-down. Press the exposed clay surface with the end of a tiny twig. Do this very lightly and very closely, then remove the leaf.

*Out-Door Work.*

1. Look for migrating birds.
2. “ “ old nests.
3. Visit pigeons.
4. “ parrots or canaries.
5. “ bird store.
6. Build a winter home for sparrows.
7. Press leaves.
8. Rake leaves and make bonfire.

FIRST WEEK OF OCTOBER.

*The Farmer.*

1. Sing “The Loaf of Bread,” Page 15.

*Monday.*

1. Chapter on "The Farmer."
2. Paint the pictures of vegetables in a seedsman's catalogue.

*Tuesday.*

1. Draw a barn.
2. Sew outline picture of a mill, windmill or water-wheel.

*Wednesday.*

1. Build a dining-room with blocks.
2. Paste dining-room pictures in scrap-book.

*Thursday.*

1. Cut out pictures from hardware catalogue. Paste into a pantry made as follows: Take a large sheet of smooth wrapping paper, fold the two shorter edges together, open, and fold the same two edges to the middle line. These flaps make the doors of the pantry. Outline shelves on the middle part with a paint brush. Pin the pantry on the wall and let the children paste the pictures on the shelves.
2. Finish sewing.

*Friday.*

1. Paste a green parquetry border.
2. Illustrate the song of "The Loaf of Bread" with clay.

*Out-Door Work.*

1. Rake leaves.
  2. Visit farm, gardens, seed store.
  3. Get some wheat and thresh it.
  4. Grind between stones or in an old coffee mill.
- Bake cakes of the flour later. ,

## SECOND WEEK OF OCTOBER.

*Cows. The Dairy.*

1. Sing "The Teakettle Song," Page 88;  
"Winding the Clock," Page 100.

*Monday.*

1. Chapter on "The Cow."
2. Make a little milk pail of tea lead. This is given away by grocers. Form the pail by shaping it around one of the cylinders from the box of blocks. Make the handle of wire.

*Tuesday.*

1. Draw milk can, pitcher, pan, churn, milking stool, cup, etc.
2. Sew a milk-can or any of the above objects in outline.

*Wednesday.*

1. Build cow barn and pasture.
2. Paste dairy pictures in scrap-book.

*Thursday.*

1. Paste a purple border.
2. Finish sewing or cut out pictures.

*Friday.*

1. Make some real butter, using a Mason jar for a churn if a better one is not to be had.
2. Have lunch party.

*Out-Door Work.*

1. Visit cow pastures, dairy, creamery.
2. " workshops or factories to see Giant Steam.
3. Play giant. This is done by dressing up



a broom, using the sweeping part for a head. Fasten a cross-piece under the straw and hang on it a shawl, overcoat or long cape. This comes down over the head of the child carrying the broom but leaves him an opening through which he can see as he walks about.

4. Rake leaves and make bonfires as occasion offers throughout the Fall. Also take walks and collect Autumn treasures of all kinds.

#### THIRD WEEK OF OCTOBER.

##### *Other Animals.*

1. Sing "The Squirrel and the Bee," Page 65; "The Frog and the Horse," Page 114.

##### *Monday.*

1. Chapter on "The Horse."
2. Make lines with which to play horse by making a chain of string, as one crochets the chain stitch, using fingers instead of a needle. Tiny bells sewed on the lines add to their attractiveness.

*Tuesday.*

1. Chapter on "The Cat."
2. Sew a cat in outline.

*Wednesday.*

1. Chapter on "The Dog."
2. Paste animal pictures in scrap-book.

*Thursday.*

1. Draw cats, mice, and other animals.
2. Make animals in clay. Mice are best to begin on. Snakes, turtles, and chickens are comparatively easy.

*Friday.*

1. Paste a border of all colors, arranging them in prismatic order.
2. Outline a cage on the kindergarten sewing cards by sewing a square on the extreme outer edge. Paste the picture of an animal in the square and then sew bars across. These should be circus animals.

*Out-Door Work.*

1. Visit animals in homes, parks, or fields.

2. Observe and feed squirrels if possible.
  3.     “     bees.
  4. Gather catnip and dry for winter use.
- Packed in little boxes it makes a good Christmas gift for cat-owning friends.

FOURTH WEEK OF OCTOBER.

*The Brownies' Hallowe'en.*

1. Sing “The Brownie Song,” Page 102;  
“The Rainbow Fairies,” Page 54.
2. Read fairy tale every day during this week.

*Monday.*

1. Make a pointed Brownie cap of brown cambric. The children's clumsy sewing will hold these together as long as necessary.
2. Make acorn Brownies or clay Brownies, using wooden toothpicks or pins to hold the parts together.

*Tuesday.*

1. Make Brownie shoes of cloth, large enough to go on over the children's shoes.
2. Prick an outlined Brownie.

*Wednesday.*

1. Make a Brownie lantern. Take an oblong piece of wall paper from the Sample Book. Fold the two long edges together. Cut slits about half an inch in width from the closed edge to within about an inch of the two open edges. Open and paste the two short edges together. Make a handle of string or paper. Use Library paste for this.

2. Sew a Brownie.

*Thursday.*

1. Build Brownie-Land.

2. Cut out Brownie clothes, towels, handkerchiefs, shawls, trousers, etc. Put these on a line and play it is the Brownies' washing day.

*Friday.*

1. Paint a red ball in the color book.

2. Finish sewing.

*Out-Door Work.*

1. Make pumpkin lanterns.

2. Let the Brownies go out in full dress on

Hallowe'en and visit their friends. Afterwards let them have the caps, shoes, and lanterns to play with.

3. Make an out-door fairyland in a shallow box, using moss, flowers, mushrooms, weeds, and all sorts of objects for its furnishings. Add a lake and nutshell boats and anything else which imagination suggests.

FIRST WEEK OF NOVEMBER.

*Autumn. Jack Frost.*

1. Sing "Jack Frost," Page 68.

*Monday.*

1. Chapter on "Autumn."
2. Paste out-door pictures in scrap-book.

*Tuesday.*

1. Draw leaves, fruits, nuts, vegetables.
2. Make a pair of mittens. Outline a pattern from the child's own hand. From this cut out the mitten from eiderdown flannel or other warm cloth. Let the children sew the two pieces together with over and over stitches.

*Wednesday.*

1. Build a strong warm house, using *all* the blocks.
2. Sew an outlined stocking.

*Thursday.*

1. String berries, beads, or corn. The corn will have to be soaked over night. Red berries and yellow corn together are very pretty.
2. Make nuts and fruits in clay.

*Friday.*

1. Paint an outlined blue mitten.
2. Cut out pictures.

*Out-Door Work.*

1. Continue walks and garden work.
2. Go nutting if possible.

## SECOND WEEK OF NOVEMBER.

*The Sheep. Wool.*

1. Sing "The Lambs," Page 18; "The Shearers." Page 19.

*Monday.*

1. Chapters on "Wool" and "The Weaver."
2. Sew a sheep.

*Tuesday.*

1. Build sheepfolds and pasture.
2. Paste pictures of sheep and things made of wool.

*Wednesday.*

1. Make mat by raveling out the edges of a square of loosely woven cloth.
2. Mark off a piece of water color paper into squares and let the children make a bit of plaid by painting the squares in two alternating colors.

*Thursday.*

1. Draw a clothes-line full of garments.
2. Begin the weaving of the kindergarten mats, using the kindergarten catalogue as a guide.

*Friday.*

1. Paint oranges in the color book. Let the children make their orange color by mixing red and yellow.
2. Weave.

*Out-Door Work.*

Visit sheep, weaver, woolen mill; art gallery, or any good pictures of sheep within reach.

2. Play sheep.
3. Play "Follow the leader," "Run, sheep, run," and "Mary had a little lamb."

## THIRD WEEK OF NOVEMBER.

*The Weaver.*

1. Sing "Grandma's Knitting," Page 22.

*Monday.*

1. Chapter on "Wool."
2. Learn to do the old-fashioned knitting on four pins and a spool.

*Tuesday.*

1. Chapter on "Cotton."



2. Paste pictures of things made of cotton, of cotton fields, etc., in the scrap-book.

*Wednesday.*

1. Chapter on "Silk."
2. Paste on a square or oblong piece of paper smaller squares, triangles, or hexagons of bright-colored paper for a representation of a silk quilt.

*Thursday.*

1. Chapter on "Linen."
2. Cut out bed and table linen, free hand or from advertisements.

*Friday.*

1. Paint a green shawl in the color book. Mix blue and yellow to make the green.
2. Weave.

*Out-Door Work.*

1. Visit department store, factory, or museum.

## FOURTH WEEK OF NOVEMBER.

*Thanksgiving.*

1. Sing "Thanksgiving Song," Page 67.

*Monday.*

1. Tell or read the story of The First Thanksgiving. (See "The Story Hour," by Kate Douglas Wiggin.)
2. Sew a pumpkin.

*Tuesday.*

1. Chapter on "Thanksgiving."
2. Prick a turkey.

*Wednesday.*

1. Stories of Indians. Read parts of "Hiawatha."
2. Paint an outlined church window.

*Thursday.*

1. Draw vegetables, pumpkin, cakes, pies, etc.
2. Make the same in clay.

*Friday.*

1. Build Thanksgiving table and chairs with blocks.
2. Set and furnish it, using paper and making clay dishes.

*Out-Door Work.*

1. Visit school rooms.
2. Attend school exercises in celebration of Thanksgiving.
3. Visit churches.
4. Set out-door table for birds, squirrels, pigeons, or other animals.

Extra days of this month to be holidays.

## FIRST WEEK OF DECEMBER.

*The First Christmas.*

1. Sing "The Christmas Carol," Page 20.

*Monday.*

1. Tell or read the Bible Stories of Christmas.
2. Work on gifts.

*Tuesday.*

1. Build a church.
2. Gifts.

*Wednesday.*

1. Draw moon and stars.
2. Gifts.

*Thursday.*

1. Paste Christmas pictures in scrap-book.
2. Gifts.

*Friday.*

1. Lay a star with sticks, adding five points to a pentagon.
2. Gifts.

*Out-Door Work.*

1. Visit cathedral and Christmas pictures of Madonnas, etc.

## SECOND WEEK OF DECEMBER.

*Christmas Legends and Customs.*

1. Sing "The Legend of the Christmas Tree," Page 28.

*Monday.*

1. Chapter on "Christmas."
2. Gifts.

*Tuesday.*

1. Draw sprays of pine.
2. Gifts.

*Wednesday.*

1. Paint spray of pine.
2. Gifts.

*Thursday.*

1. Build house with large chimney.
2. Gifts.

*Friday.*

1. Make Piccola's wooden shoe in clay.  
(See Christmas chapter.)
2. Gifts.

*Out-Door Work.*

1. Take walks to observe and learn the different kinds of pine trees in the vicinity.

THIRD WEEK OF DECEMBER.

*Santa Claus.*

1. Sing "The Letter to Santa Claus," Page 26.

*Monday.*

1. Tell or read Christmas stories.
2. Gifts.

*Tuesday.*

1. Draw a house with large chimney.
2. Gifts.

*Wednesday.*

1. Build a large old-fashioned fire-place.
2. Gifts.

*Thursday.*

1. Make a Christmas picture with sticks.
2. Gifts.

*Friday.*

1. Make a picture of something you want in seeds.
2. Gifts.

*Out-Door Work.*

1. Visit toy shops.

## FOURTH WEEK OF DECEMBER.

*Celebration.*

1. Sing "Merry Christmas," Page 27.

*Monday.*

1. Tell or read Christmas stories.
2. Make tree trimmings.

*Tuesday.*

1. Draw a stocking and things to go in it.
2. Tree trimmings.

*Wednesday.*

1. Make toys with blocks as if in Santa Claus' workshop.
2. Tree trimmings.

*Thursday.*

1. Cut out toys from catalogues, advertisements, or free hand.
2. Tree trimmings.

*Friday.*

1. Paste the toys cut out yesterday on big paper stockings as if filling them.
2. Tree trimmings.

*Our-Door Work.*

1. Gather evergreens or other decorations.
  2. Make birds' Christmas tree.
  3. Go out "Christmas caroling."
- Holidays until January first.

## FIRST WEEK OF JANUARY.

*The New Year.*

1. Sing "The New Year Song," Page 72.

*Monday to Friday.*

During the week make a twelve page "Book of the Year":

1. Jan. Banner. Cut and paste of paper.
2. Feb. Valentine. Cut and paste of paper.
3. Mar. Windmill. Cut and paste of paper.
4. Apr. Birds. Cut out pictures.
5. May. Flowers. Cut out pictures.
6. June. Roses. Cut out pictures.



7. July. Fireworks. Cut and paste of paper.
8. Aug. Sheaves. Cut out pictures.
9. Sept. Fruits. Cut out pictures.
10. Oct. Leaves. Cut out of colored paper free hand.
11. Nov. Vegetables. Cut out pictures.
12. Dec. Pine tree. Cut out single picture.

Make the book of single squares or oblongs of manila cardboard fastened together after all are done. Precede this work with the chapter on "The New Year."

SECOND WEEK OF JANUARY.

*Toys.*

1. Sing "Baby's Toys," Page 12.

*Monday.*

1. Chapter on "The Flower Basket."

*Tuesday.*

1. Draw toys.
2. Make tops of button molds and sharp-

ened sticks, or use cardboard instead of the molds. Either can be colored with paint or by pasting on colored paper.

*Wednesday.*

1. Make doll furniture with blocks.
2. Paste pictures of toys in scrap-book.

*Thursday.*

1. Cut out pictures.
2. Make a cylinder in clay and then change it into some object which is cylindrical in shape.

*Friday.*

1. Weave.
2. Make a doll's scrap-book of several pieces of the folding paper folded together in book form. Sew or pin these and paste tiny pictures on the pages.

*Afternoon Work.*

1. Give a doll party.
2. Give a toy party. Each guest brings a toy.

## THIRD WEEK OF JANUARY.

*Winter.*

1. Sing "The Snowflakes," Page 71; "Sleighb Song," Page 70. Use real sleigh-bells for accompaniment.

*Monday.*

1. Chapter on "Winter."
2. Make a doll's sled. Use an old wooden or pasteboard box.

*Tuesday.*

1. Draw a snow scene.
2. Paste winter pictures in scrap-book.

*Wednesday.*

1. Build an ice-house.
2. Make balls of clay and change to cubes.

*Thursday.*

1. Weave.
2. Paint spray of pine.

*Friday.*

1. Lay squares with sticks.
2. Sew squares on pricked cards.

*Afternoon Work.*

1. Hang bits of suet on a tree or branch to attract the birds. The sparrows do not eat it but the others are very fond of it.
2. Make a snow-man, and snow-house.
3. Go on a sleigh ride.

## FOURTH WEEK OF JANUARY.

*Trades.*

1. Sing "The Target Song," Page 24.

*Monday.*

1. Chapter on "The Woodman."
2. Cut paper strips  $5 \times \frac{1}{2}$  in. and paste together in a long chain. Prepare the strips with the children.

*Tuesday.*

1. Chapter on "The Carpenter."
2. Sew a house on the pricked cards.

*Wednesday.*

1. Build a village.
2. Draw houses.

*Thursday.*

1. Weave.
2. Paint a target.

*Friday.*

1. Lay squares with sticks.
2. Paste parlor pictures in scrap-book.

*Afternoon Work.*

1. Visit carpenters, house-builders, lumber-yard, etc.
2. Make large target at which to throw snow-balls out doors and balls of crushed paper in the house.

## FIRST WEEK OF FEBRUARY.

*Trades.*

Sing "The Shoemaker," Page 17; "The Blacksmith," Page 16; "The Miner," Page 14.

*Monday.*

1. Chapter on "The Shoemaker.
2. Cut out shoes from catalogues and paste on a large sheet of smooth wrapping paper

lined with a paint brush to represent a shoe-store window.

*Tuesday.*

1. Chapter on "The Blacksmith."
2. Make a little purse of a piece of the folding paper, cloth, or leather. Let the children make money to fill it, out of paper, cards, or tea lead. This is to be used when they play blacksmith or shoemaker.

*Wednesday.*

1. Build the interior of a shoe store.
2. Sew a baby's shoe.

*Thursday.*

1. Draw a picture of mountains.
2. Paste trade pictures in scrap-book.

*Friday.*

1. Lay oblongs of different sizes with sticks.  
Review squares.
2. Paint a baby's shoe.

*Afternoon Work.*

1. Visit a blacksmith shop.
2. " the Fire Department.
3. " a shoemaker.
4. " a shoe-store.
5. Make snow-shoes out of barrel staves.

## SECOND WEEK OF FEBRUARY.

*Soldiers. Valentines.*

1. Sing "Soldier Song," Page 34.
2. " patriotic songs.
3. March with flags.
4. Organize a band with tamborine, clappers, bells, drum, etc.

*Monday.*

1. Tell the story of Abraham Lincoln.
2. Sew a border around the edge of one of the pricked sewing cards, paste a small picture of Lincoln in the middle and add a hanger.

*Tuesday.*

1. Chapter on "Valentines."
2. Make valentines; using colored folding paper, paper lace, and scrap pictures.

*Wednesday.*

1. Build a fort.
2. Make valentines.

*Thursday.*

1. Draw a camp.
2. Make valentines.

*Friday.*

1. Lay triangles with sticks. Review squares and oblongs.
2. Make envelopes.

*Afternoon Work.*

1. Play soldiers.
2. Make tent.
3. Send valentines.
4. Visit soldiers or schools to see drill.

THIRD WEEK OF FEBRUARY.

*George Washington.*

1. Patriotic and soldier songs. Band. Marching.



*Monday.*

1. Chapter on "George Washington."
2. Make soldier cap.

*Tuesday.*

1. Draw Washington monument.
2. Make epaulettes.

*Wednesday.*

1. Build a soldiers' monument.
2. Make a badge of red, white, and blue paper.

*Thursday.*

1. Tell and read the story of Paul Revere.
2. Weave.

*Friday.*

1. Lay a shoe-trapezoid with sticks. Review.
2. Sew a flag on the pricked cards.

*Afternoon Work.*

1. Visit museum.
2. " art gallery.
3. " schools, during the Washington celebration.

4. Have a grand out-door parade on Washington's Birthday.

## FOURTH WEEK OF FEBRUARY.

*The Knights of Old.*

1. Sing "The Knights," Page 35.

*Monday.*

1. Tell stories of "Knights."
2. Make a helmet. This can be a modification of the ordinary soldier cap, but should be of white with gold paper trimmings and have a fine plume made of fringed tissue paper.

*Tuesday.*

1. Tell or read stories of Kings and Queens.
2. Make a breastplate. Use old pasteboard boxes and white and gold paper.

*Wednesday.*

1. Draw a castle.
2. Make a shield using the same materials as for the breastplate.

*Thursday.*

1. Build a castle.
2. Make a banner of white paper cambric and gold paper. Mount on a long stick.

*Friday.*

1. Lay boat-trapezoids with sticks. Review.
2. Make spear of long stick with a gold covered pasteboard head.

*Afternoon Work.*

1. Play knights.
2. Visit museums and art galleries.
3. Have grand parade.

## FIRST WEEK OF MARCH.

*Sunshine.*

1. Sing "The Light Bird," Page 58. Illustrate with a bit of looking-glass.
2. Sing "Bubble Song."

*Monday.*

1. Chapter on "Sunshine."
2. Paste a design in the color book, using all six colors.

*Tuesday.*

1. Draw a picture of hills, sun, and sprouting grass. Add bare trees.
2. Blow bubbles.

*Wednesday.*

1. Build greenhouse and garden.
2. Paint a rainbow.

*Thursday.*

1. Weave.
2. Paste sunshine pictures in scrap-book.

*Friday.*

1. Lay a rhombus with sticks. Review.
2. Sew conventional sunburst pattern.

*Out-Door Work.*

1. Walks to see what the sun is doing.
2. Make window garden.
3. Let children have small looking-glass to play with.
4. Let them also have a glass prism.

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SECOND WEEK OF MARCH.

*Rain.*

1. Sing "Pit-a-Pat," Page 46.

*Monday.*

1. First chapter on "Water."
2. Sew a church on the pricked cards and with gray split zephyr cover it with slanting lines to represent rain.

*Tuesday.*

1. Draw a rain picture.
2. Finish sewing.

*Wednesday.*

1. Build a canal.
2. Paint the sea and sky in two shades of blue.

*Thursday.*

1. Build a light-house.
2. Weave.

*Friday.*

1. Lay hexagons with sticks. Review.
2. Make a boat of paper, wood, clay, or any other material.

*Out-Door Work.*

1. Visit lake, river, pond, or any convenient body of water.

THIRD WEEK OF MARCH.

*Water.*

Sing "The River," Page 48; "The Sailor," Page 50; "The Teakettle," Page 88.

*Monday.*

1. Second chapter on "Water."
2. Give each child a picture of water in any of its aspects and let him paint it.

*Tuesday.*

1. Prick an outlined boat or ship.
2. Paste water pictures in scrap-book.

*Wednesday.*

1. Draw boats.
2. Cut large pictures of boats into various shapes to be put together as a puzzle.

*Thursday.*

1. Build piers and bridges.
2. Sew a teakettle.

*Friday.*

1. Lay a trapezium with sticks. Review.
2. Weave.

*Out-Door Work.*

1. Visit body of water.
2. " picture gallery.
3. Find sugar maples and make some syrup if possible.
4. Walks to watch the progress of the season.

## FOURTH WEEK OF MARCH.

*Wind.*

Sing "Wind Song," Page 56; "The Wind-mill, Page 55.

*Monday.*

1. Chapter on "Wind."
2. Sew a windmill.

*Tuesday.*

1. Draw a windmill.
2. Make a kite.

*Wednesday.*

1. Build a windmill tower.
2. Make pinwheels.

*Thursday.*

1. Weave.
2. Paste wind pictures in scrap-book.

*Friday.*

1. Fold and cut four squares from a piece of folding paper. Paste these in a symmetrical design in the fourth blank book.
2. Finish sewing.

*Out-Door Work.*

1. Visit windmill.



2. Fly kites.
3. Have out-door pin wheel party.

FIRST WEEK OF APRIL.

*Sun and Moon.*

1. Sing "The Sun," page 60.
2. Sing "The Moonboat," page 61.

*Monday.*

1. Chapter on "The Moon and Stars."
2. Sew moon's phases.

*Tuesday.*

1. Draw a night picture.
2. Prick moon and stars.

*Wednesday.*

1. Build observatory with tower.
2. Weave.

*Thursday.*

1. Lay the moon's phases in seeds.
2. Make tiny bed out of a small box or with cardboard. Let the children fit it up with scraps of cloth or paper.

*Friday.*

1. Fold and cut a square of folding paper into eight oblongs. Arrange and paste these in the Form Book.
2. Paint moon's phases.

*Out-Door Work.*

1. Make special point of observing stars and constellations.
2. Take walks in woods, parks, and fields.
3. Make a wild garden.

## SECOND WEEK OF APRIL.

*Spring.*

1. Sing "Spring Song," page 75.
2. Sing "Rainbow Song," page 63.

*Monday.*

1. Chapter on "Spring."
2. Sew a flower. A tulip is a good selection.

*Tuesday.*

1. Draw twigs from nature, Pussy Willows especially.

2. Make impression of leaf in clay as before directed.

*Wednesday.*

1. Build fence.
2. Weave.

*Thursday.*

1. Lay rake, hoe, spade, ladder, etc., with sticks.
2. Sew any or all of these on pricked cards.

*Friday.*

1. Fold, cut and paste triangles.
2. Paint leaf or flower.

*Out-Door Work.*

1. Begin a garden.

THIRD WEEK OF APRIL.

*Birds.*

1. Sing "Dandelion Song," page 78.

*Monday.*

1. Chapter on "Birds."
2. Make a bird, nest, and eggs in clay.

*Tuesday.*

1. Chapter on "Nests."
2. Make nest and eggs of ravelings and clay as before directed.

*Wednesday.*

1. Draw dandelion picture.
2. Paste bird pictures in scrap-book.

*Thursday.*

1. Build a bird-house for real birds. A closed starch box with a large auger hole will tempt wrens and blue birds. It should be painted dark green or brown.
2. Make a tiny scrap-book and paste in it bright-colored scrap-pictures of birds. These can be had at about five cents a sheet.

*Friday.*

1. Fold and cut oblongs. Change them into shoe trapezoids by folding the short edge down to coincide with the long edge, and paste.
2. Make flying bird as before directed.

*Out-Door Work.*

1. Walks to observe birds and bird-houses.
2. Visit stuffed specimens of birds.
3. Visit schools on Bird Day.
4. Place ravelings and strings where birds can find them.
5. String dandelion heads for wreaths. Have dandelion parade.

## FOURTH WEEK OF APRIL.

*Chickens.*

1. Sing "Rooster and Hen," page 90.

*Monday.*

1. Chapter on "The Hen."
2. Sew hen or chicken.

*Tuesday.*

1. Draw chickens.
2. Paint chick.

*Wednesday.*

1. Build chicken farm.
2. Weave.

*Thursday.*

1. Make hen-coops of cardboard and tooth-picks.
2. Make clay hen and chicks to go with them.

*Friday.*

1. Change triangles into boat trapezoids by folding apex to base and paste.
2. Finish sewing.

*Out-Door Work.*

1. Visit poultry.
2. Garden.

## FIRST WEEK OF MAY.

*Flowers.*

1. Sing "The Tulips," page 82.
2. Sing "Daffy Down Dilly," page 81.
3. Sing "The Violet," page 80.

*Monday.*

1. Chapter on "Flowers."
2. Sew a flower.

*Tuesday.*

1. Draw flowers.
2. Prick a flower.

*Wednesday.*

1. Lay out a garden with the blocks.
2. Make leaf plaque of clay.

*Thursday.*

1. Weave.
2. Make a flower book with scrap-pictures.

*Friday.*

1. Change a square (one-fourth of a piece of folding paper) into a triangle by folding. Open and fold two adjacent edges down to the middle line. This makes the trapezium. Paste a design of four or eight of these. Let the squares be 2x2.

2. Paint a flower.

*Out-Door Work.*

1. Visit woods, roadsides, parks, and fields.
2. Garden.

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## SECOND WEEK OF MAY.

### *Frogs.*

1. Sing "The Swimming School," page 104.

### *Monday.*

1. Stories of Frogs.
2. Sew a lily leaf.

### *Tuesday.*

1. Draw a pond picture.
2. Make a clay frog and tadpoles.

### *Wednesday.*

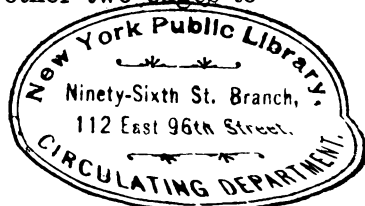
1. Build a swimming tank or natatorium.
2. Weave.

### *Thursday.*

1. Make canoe of bark or cardboard.
2. Paint purple ball in color book. Mix blue and crimson lake.

### *Friday.*

1. Make trapeziums as last week. Change into rhombs by folding the other two edges to the middle line.



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2. Review forms with sticks.

*Out-Door Work.*

1. Visit pond and get frogs' eggs and tadpoles.
2. Visit natatorium.
3. Garden.

THIRD WEEK OF MAY.

*Fish.*

1. Sing "The Fishes," page 52.
2. Sing "The Fountain," page 49.

*Monday.*

1. Chapter on "Fishes."
2. Sew a fish.

*Tuesday.*

1. Draw fish.
2. Prick a starfish.

*Wednesday.*

1. Build a houseboat.
2. Weave.

*Thursday.*

1. Lay outline of a fish in seeds.
2. Make a boat.

*Friday.*

1. Read story of Hiawatha's Fishing.
2. Make rhomb as last week. Change into hexagon by folding the two acute angles to touch.

*Out-Door Work.*

1. Go fishing.
2. Visit woods, fields, parks and gardens.
3. Garden.

## FOURTH WEEK OF MAY.

*Tuesday.*

1. Sing "The Tree's Friends," page 74.

*Monday.*

1. Chapter on "Trees."
2. Sew a leaf.

*Tuesday.*

1. Draw trees.
2. Paint leaves from nature.

*Wednesday.*

1. Build a street.
2. Make clay leaf plaque.

*Thursday.*

1. Weave.
2. Prick leaf.

*Friday.*

1. Lay an octagon with sticks.
2. Sew octagons on pricked cards.

*Out-Door Work.*


1. Learn to know and name trees in the vicinity.
2. Dig up baby trees and make a nursery.

## FIRST WEEK OF JUNE.

*Bees.*

1. Sing "Bee Song," page 84.

*Monday.*

1. First Chapter on "Bees."
  2. Sew hexagons on pricked cards.
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*Tuesday.*

1. Second Chapter on "Bees."
2. Prick beehive.

*Wednesday.*

1. Draw bees in clover field.
2. Paint clover.

*Thursday.*

1. Build bee farm.
2. Weave.

*Friday.*

1. Lay honeycomb (hexagons) with sticks.  
(Have honey luncheon.)
2. Make fan by tacking a round or square piece of cardboard on a handle. Decorate with parquetry, freehand cutting or scrap pictures.

*Out-Door Work.*

1. Observe bees.
2. Garden.

## SECOND WEEK OF JUNE.

*Butterflies.*

1. Sing "Butterfly Songs," pages 76 and 77.

*Monday.*

1. First Chapter on "Butterflies."
2. Sew a butterfly.

*Tuesday.*

1. Second Chapter on "Butterflies."
2. Sew.

*Wednesday.*

1. Draw summer picture.
2. Make flying butterfly. (Like the bird.)

*Thursday.*

1. Build railroad train.
2. Paint flower.

*Friday.*

Last Day. Let children choose their work.

*Out-Door Work.*

1. Have a picnic.

## SIMPLE CELEBRATIONS

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## VIII

### SIMPLE CELEBRATIONS

By all means celebrate the children's birthdays during kindergarten hours and in real kindergarten fashion, for not only will such observance be more simple and wholesome than the usual party,—a function when several mothers' darlings are displayed and fed under the eyes of as many injudicious elders—but infinitely more in accord with a child's own natural inclinations.

Begin the day by making for the birthday child a crown of gold paper, of white paper spangled with gold stars, or of a series of green paper laurel leaves fastened together. No one who has not tried it has any idea of how little children delight in these gay adornments, and



surely on this great day the hero has a right to feel himself a king and a leader.

Give him, because he is a year older, some new responsibility about the house, kindergarten, or grounds. Let him, as far as possible, choose and lead in the day's program. On the day before let him at least assist in the making of the birthday cake, and when the hour comes for its consumption follow the kindergarten's example and have it one of ceremony.

It has long been a distress to us, as lookers-on in the Venice of the many children's parties to which, as teachers, we are invited, to see the beautiful candles brought on in full daylight or gaslight and allowed to burn so short a time. They are so full of beauty and mystery to a child that we feel much more should be made of that part of the celebration. So in this Home Kindergarten, do as we do in some of our public child-gardens when we make the pretty colored candles one of the chief features of the occasion.

Let the children themselves set the table with its white cloth, its centerpiece of flowers, aspar-

agus fern, or even geranium leaves, on which the cake is to rest. Place a cup of milk for each child, and then take your animal crackers and pin two of a kind together, by merely sticking a short pin through both, so that they will stand up. Let these double-bodied lions, bears, and ponies form a procession about the cake. Place the cake in position, then, after darkening the room and taking your seats, let the king of the feast light the candles. Oh, the beautiful, soft, mysterious glow! What does it not suggest! Music most certainly and so we take turns choosing a song until we have been once or even twice around. If we can have instrumental music, and for this we really prefer the baby's music box, we get out of our seats and have a gay little Brownie dance in the dark. Then, still in the pretty light of our four or five candles, we eat our crackers and drink our milk. By the time this is over the lights are so low that we are willing to blow them out, pull up the shades, and cut the cake.

For the Christmas celebration in the Home

Kindergarten the idea must be the Froebellian one of giving, and a thing apart from the children's own great day, and so, before we begin our work of fabricating gifts and making tree trimmings, let us carefully make our plans. We will have a Christmas tree, and a Christmas party on some convenient day before the twenty-fifth; we will carefully make out our list of guests; we will ask the mothers first of course, then brothers and sisters, the domestic helpers, and perhaps a friend or two; we will give our invitations early in the month and insist upon a definite acceptance. Then we shall know where we are and can go to work in earnest.

We carefully prepare a gift for each expected guest and make beautiful decorations for our little tree. This, of course, we trim ourselves on the day before, and we also hang the gifts upon it, in plain sight too, not done up in paper. We pin up an exhibit of our handiwork on the wall, and we lay model lessons in blocks, sticks, beads and seeds, upon the table. Our scrap-

books, drawing books, pasting, and painting is also ready for inspection.

When the great day comes, and our guests are seated, we give a little program of the songs and verses we have learned since Kindergarten opened in September, purposely omitting the Christmas carols. If any one of us happens to be a good *raconteur* he tells a story. Then we darken the room and light the candles on the tree which, for safety's sake, are placed in the little isinglass lanterns. *Now* we sing our Christmas songs, *now* we repeat the verses beginning:

“’Twas the night before Christmas.”

Then the kindergarten mother tells the story of Mrs. Santa Claus which she has saved for this very day, after which comes the distribution of the gifts. Sometimes this occurs while the candles burn, but oftener we have to blow them out and lighten the room for this part of the program, for now every one begins to move about, to examine the tree at closer quarters, to look over the exhibit of work, to thank the

little givers, and congratulate the little workers. For a while there is much general festivity, and after it is all over the tree's trimmings are packed in a box which, with the tree, is sent to some poor family who would otherwise have none. So ends the Kindergarten Christmas which ushers in the children's own.

If you decide to have a pinwheel party some day after the open weather sets in, you must first decide whom you will invite, and then devote your working hours to making as many pin-wheels as will enable you to present two to each guest. They must be well and strongly made. The sticks must be at least half an inch thick, the paper firm, strong, and brightly colored, and big bank pins must be used for the final fastening, or better yet, short, slender nails. There should be one large stick with crosspieces, to which several pinwheels can be attached. This is for the leader, for of course the fun begins with a procession. First we march slowly, then we walk a little faster, we break into a dog trot, and then we run. We

show ourselves to every one within reach who is interested and sometimes we have races. These so break up the formality with which we started out that we spend the rest of the time just frolicking around according to our own sweet wills. On a fine spring day, when there is a little wind, and we can gather a half dozen children together, this kind of a party is the best of fun.

Flower processions may belong to the morning session of the Home Kindergarten or to the afternoon out-door play. In either case the first part of the program consists of the work of constructing the decorations, the second of a march or procession which shall effectively display them. In dandelion time each child strings himself a crown of the bright yellow heads, the more industrious add chains and festoons; a nosegay of the blossoms is carried in one hand and a waving green branch in the other.

Clover day is celebrated in the same way, tall grasses being used in place of the green branches, and such a procession of little children decorated with and carrying autumn leaves

is the prettiest of all. In the country during the summer I have seen little groups of children celebrating in some such fashion as this, what they were pleased to call "daisy day," "hollyhock day," and "sunflower day" during long happy mornings or afternoons.

One year in our neighborhood, during the warm, dark, August evenings, the small folk began parading with Japanese lanterns. Nearly everybody had one and some little nabobs had several. The biggest lantern led the procession, and the bobbing lights as they wound up and down the street entertained us older people quite as much as they did the children.

One of our kindergartens, in which the singing was unusually good, often went out serenading in the neighborhood. We sang for old people, for sick people, for mothers, friends, and babies. Perhaps the little Home Kindergarten could lend itself also to this sweet ministry.

Children so love processions and any sort of "dressing up," that I offer from our work one

more suggestion. We have had, in addition to the others, what we call "trade processions." As bakers we wore caps and aprons made of white paper and carried bags of tiny crackers which we threw as largess among the admiring populace. As miners we had paper caps adorned with safety lamps, paper dinner pails and picks made of a stick and the fourth of a barrel hoop. As blacksmiths we wore all sorts of old hats, leather-looking aprons made of stiff brown paper, and carried in one hand a hammer, in the other a horseshoe on a string. With these we made marching music.

The importance of these little festivals and celebrations cannot be over-estimated. They so meet one of the needs of child life that nothing can take their place, and the omission of them is the neglecting of an opportunity for fostering the happiness, enthusiasm, good will, and good fellowship for which Froebel's system stands.





## SUGGESTIONS FOR STORY TELLING



## IX

### SUGGESTIONS FOR STORY TELLING

The fairy tales called for by the program for the fourth week of October may be selected from many and various sources; from the brothers Grimm, from Hans Andersen, Andrew Laing's fairy books, and the folk-lore of Ireland, Russia, Scandinavia, and even Japan. In making a choice for very young children, however, it is most advisable to choose tales of the gentler sort, those in which kindly fairy-folk figure, dainty creatures with tiny wands and wings, with starry crowns, and a universal desire to benefit humankind. Ireland is full of such fairies, and Cinderella's gracious little godmother is one of this type.

If the mother will read to herself Joseph

Rodman Drake's poem called "The Culprit Fay" and make up fairy stories from it for her children she will have a wealth of material on hand. She may, however, prefer Miss Mulock's "Story of a Brownie" or the first part of George McDonald's "Sir Gibbie" used with discretion. Stories of kings and queens she can draw in plenty from any and all of the previously mentioned sources, but for tales of the knights of old she will have to go to her Tennyson, and re-read to herself his "Idyls of the King." Miss Elizabeth Harrison's book called "In Story Land" will be of great assistance for both of these topics.

One story which was told to me in my childhood by a German housemaid, to whom it had been handed down in the old original way, is worthy of a high place in our kindergartens but, is seldom heard there. I saw a reprint of it in a newspaper some years ago, where it was called "The Story of Heinrich." It makes such an impression on a child, and opens so wide the doors of imagination that I give its outline here,

trusting that some of the teachers of the Home Kindergarten will fill it out for their children:

A tiny baby boy is stolen by gypsies and carried by them to a dark underground cave. For some reason they never dare claim the ransom offered for him or let the child's whereabouts be even suspected. A kindly old grandmother brings him up to the age of five or six years, the gypsies going and coming meanwhile but never taking him up into the daylight. They are not only kind to him but really fond of the child and they bring him many toys through which he makes his only acquaintance with the outside world. One day the old grandmother, who is ailing, falls asleep, and the boy, grown older and stronger, starts out to explore the further recesses of the cave. He traverses a long passage at the end of which is a gleam of light, which proves to be the open day. In great wonder he creeps out of the cave only to be blinded by the fierce sunshine. Little by little, however, he begins to see,—and right here comes the part of the story in which children, most delight.

The boy, in the greatest amazement, can only make comparisons. The sun is a great lamp! Who shines it up and fills it with oil? The grass is a queer carpet! Who set up those big toy trees and who is shaking them that their leaves dance about so? The sheep and cows in the distance are moving? Who winds them up? And so on as long as the story-teller's imagination holds out. The child is, of course, found by an old servant of his father the duke, and in due time restored to his own.

Among the Moravain families of Pennsylvania and in the German households of my own neighborhood it is the custom to make a representation of the Christmas Story. The stable, the manger, the hills, the flocks, the shepherds, the angels, the wise men, all are reproduced in miniature to the reverent delight of the children, old and young. Such representation, established by the Home Kindergarten as a custom, would not only please the children at the time but add to their store of tender memories as only dear home associations can.

Christmas stories so abound that no reference to a source of supply is needed. I will only say that Hans Andersen's Pine and Christmas Tree stories are among the kindergarten's standbys. But the "Story of Mrs. Santa Claus" I shall tell in full, giving to the Home Kindergarten thereby one of our choicest treasures. The tale was handed down to me by a preceding generation of kindergarteners. They tell me it came through the columns of an old St. Louis newspaper, but by whom it was written we none of us know, and I have been using it for nearly twenty years.



## THE STORY OF MRS. SANTA CLAUS.

One Christmas eve, many years ago, Mrs. Santa Claus stood by the wonderful sleigh which was heaped up and running over as usual with toys and goodies of every description. She was helping old Santa as best she could with the finishing touches. He was busy with the rein-deers, giving them extra food and much petting and encouragement, for on this night there were only six of them to do the work instead of the eight. Dasher had in some way hurt one of his feet and could not go; so Dancer, his mate, was to stay behind too.

Mr. and Mrs. Santa Claus looked over every part of the harness, felt each strong little leg, fastened bits of holly to the horns, tied the biggest packages with extra strings, and hustled in and out up to the very last minute. Then

Santa took his place in the sleigh and gathered up the reins in his fur-mittened hands. Mrs. Santa put a hot soap-stone under his feet, tucked in the bearskin robes, and cried for the hundredth time, "Now, Santa dear, are you sure you have everything?"

"Quite sure, mother," he replied, "and now I'm off! Good-bye! Good-bye! You'll see me back by six o'clock!" and away he went, straight up into the clear, frosty air, away and away to the cities and towns where the children were sleeping and dreaming and waiting for him.

With a sigh of satisfaction that another year's work was well done, Mrs. Santa Claus went back into the workshop to do a little clearing up. She meant to get as much of it done before morning as possible so that after breakfast she and Santa could take a long nap, say of a month or two, before beginning on next year's work. But, what do you think! She had hardly taken her broom in hand before her eyes fell on a large bundle which lay partly hidden under a heap of

shavings. With a cry of "Oh, deary me!" she flew across the room and tore it open. Alas, and alack-a-day! Her worst fears were realized! There before her eyes lay twelve dolls, a large beautiful bisque one with golden curls and a blue silk dress, a big cloth baby-doll, and ten little china dolls all dressed alike!

For the first time in his life Santa Claus had forgotten one of his packages, and now when Christmas morning came twelve little girls would have no dolls, twelve little children would be disappointed. Good Mrs. Santa could not bear to think of it. She wrung her hands, and rocked to and fro as she sat on the floor, exclaiming over and over again: "What *shall* I do! what *shall* I do!"

Suddenly she stopped stone still. The sound of the stamping of little hoofs came faintly from the direction of the stable as an answer to her question. With a joyful shout she clapped her hands and flew out to the barn. "Oh, Dancer, dear Dancer!" she cried, "how glad I am you were left behind tonight! I know you wanted

to go and go you shall, for go we must! We have to take twelve dolls to twelve little girls, dear, and that as quickly as we can!"

In as short a time as it takes me to tell it, she had a blanket strapped upon his back, a bridle over his head, her own warmest wraps on, and the dolls packed into her knitting bag which she slung across her shoulder. In a twinkling she was ready to go, she gave the magic word, and away into the starry night they flew, Dancer knowing the way and following close on the track of his mates,


"Prancer and Vixen,  
Comet and Cupid,  
And Donner and Blitzen."

Lighting like a feather on the housetops, he stood by the chimney, down each of which Mrs. Santa took a peep, searching for the owners of the twelve dolls. Over and over again she saw the same sight—little children fast asleep and stockings full of beautiful surprises in rows near by.

It was long after midnight before she found the place for the first doll. Looking down the chimney of a tall house in a great city she saw a little, cold, bare room, which had for furnishing only a broken down cookstove, a table, and a chair in which slept a tired mother, wrapped in a ragged shawl. On the floor was a sort of bed made of straw and tattered blankets, and in it lay a little girl, so sick, so thin, so white, that Mrs. Santa could not help crying a little as she tried to see where the child had hung up her stocking. Two little worn out shoes stood beside the bed, but there seemed to be no stockings of any kind anywhere.

"It's just as well," she said to herself, "this beautiful bisque doll with the golden curls and the blue silk dress is too big for a stocking anyway."

She was very happy to think that she had found the right place and in a few moments the beautiful doll lay right in the bed with the little sick girl, just where she would be sure to see it as soon as she opened her eyes.



Whisking away over the housetops once more, Dancer stopped next at a big country house which, late as it was, showed bright lights in every window. A party was evidently going on for Mrs. Santa Claus caught a glimpse of a lovely Christmas tree as she flew by. Wondering whether Santa could have stopped there, she looked down the chimney into a room from which came the sound of crying. "No child should cry on Christmas eve!" said good Mrs. Santa. "What can be the matter!" And this is what she heard:

"Yes, I *am* going to hang up my stocking, Nursey! I don't care if I did get lots of things on the tree! Santa Claus didn't put them there! *He* puts things in stockings!"

"All right, Miss Genevieve, hang it up there if you want to. Anything to stop your crying!"

"Maybe he will bring me a doll, Nursey!"

"*A doll*, Miss Genevieve! For pity's sake! as if you didn't have half a dozen of the loveliest dolls ever was!"

"But I don't love those dolls, Nursey. They aren't squeezable. I have to be so careful of them and sometimes I mustn't play with them either, they break so easily. I want one that won't break and one I can hug and throw way up in the air if I want to. I want one that can get herself dirty like I do, when I have my gingham apron on. If I hang up my stocking maybe I'll get one."

"Indeed you will," whispered Mrs. Santa Claus to herself, for well she knew she had found the place where the cloth baby-doll belonged. So as soon as the child was asleep and the lights all out, into her stocking it went and a tight squeeze it was too.

By this time it was very late and all the world seemed to be asleep, as Dancer and his mistress flew from house to house looking for the homes of the ten little china dolls dressed all alike. Mrs. Santa began to fear she might not find the places after all, when she noticed lights in the windows of a little brown house which stood at the end of a country road.

“What in the world are they up for this time o’ night!” she wondered. “I’ll just stop and see.”

What she saw was a pretty little sitting-room in which were two or three people who seemed to be waiting for something. She was trying to imagine what it could be, when a pleasant-faced man came smiling into the room. As he went about shaking hands with everybody she heard him say, “Yes, my Christmas present has come. We have a new baby upstairs and she makes the tenth little girl, so I must hang up one more stocking, but I don’t suppose Santa Claus knows that she is here.”

“Ho, ho!” laughed Mrs. Santa Claus to herself, “now I know why these ten china dolls were all dressed alike. Into the ten little stockings they shall go, Mr. Papa, just as soon as you and these other people go off to bed.”

It was almost morning when she reached home, and she had no more than made Dancer comfortable in his stall when Santa Claus himself arrived looking both tired and sad. “Oh,

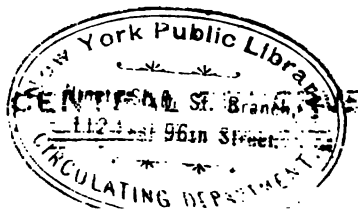


mother, mother!" he cried, "what do you think happened to-night? One of my best bundles was forgotten and twelve little girls—just think of it, *twelve*—will have no dollies this morning. I can't bear to think of it! I know I shan't sleep for weeks!"

"Now, cheer up, dear!" said good Mrs. Santa. "It's all right! They all have their dolls by this time for I took them down myself." Then she told him the whole story.

You can imagine how glad he was and how the two good people enjoyed their breakfast together, talking over the adventures of the night and telling each other again and again how fortunate it was that Dancer had been left behind and how such a thing had never happened before in a hundred years.

After breakfast they cleaned up the shop and made it ready for the next year's work. Then with glad hearts and clear consciences they made ready for their "long winter's nap," wishing the twelve little girls and all the other children



**“A Merry Christmas to all,  
And to all a good night.”**









